College/University Name
Educational Programs ABN Criteria
ABN Survey

CRITERIA/ ALABAMA ADMINISTRATIVE CODE 610-X-3 EDUCATIONAL PROGRAMS	RESPONSIBLE INDIVIDUAL(S)/ENTITY	SOURCE OF INFORMATION/ASSESSMENT METHOD	EXPECTED OUTCOME	DESK AUDIT/SUBMITTED ITEMS		
				YES	NO	DATE
The Program is accredited by a national nursing accrediting agency (610-X-.02(1)(2) A postsecondary education institution that is authorized to offer nursing education and is accredited by an organization recognized by the U.S. Department of Education *The program must be accredited by a national nursing accrediting agency recognized by the U.S. Department of Education by the later of January 1, 2022 or within five (5) years of Approval by the Board	Chancellor, Provost, Vice President, Dean, designated faculty, staff and internal programs/committees applicable to the rule.	Letters of Accreditation by accrediting agency. Board-recognized national nursing accreditation site visit reports, to include results of findings and other pertinent documents	Postsecondary education institution is authorized to offer nursing education and is accredited by U.S. Department of Education. Approved and licensed by the appropriate State of Alabama education agency(ies), as required by law. The Program is accredited by a national nursing accrediting agency recognized by the U.S. Department of Education.			
610-X-3-.02(4)(a….f) I-A Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	Dean and designated faculty, staff and internal programs/committees applicable to the standard	School of Nursing budget ABN on site visit • Physical space • Equipment and supplies • Library and Media Center • Nursing Arts Lab • Administrative, instructional and support personnel	Budget, physical space, equipment, and supplies adequate to enable achievement of mission and goals Student evaluation of library, Nursing Arts Lab, and Media Center satisfactory. Reporting entities: • Dean and designated faculty, staff and internal programs/committees applicable to the standard.			

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610-X-3-.02(7)(a…c) II-A The dean/administrator: • is a registered nurse (RN); • holds a graduate degree in nursing; • holds a doctoral degree if the nursing unit offers a graduate program in nursing; • is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes; • is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; • Is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.	Chancellor, Provost, Vice President of Academic and Student Affairs	Curriculum vita of Dean Organizational chart	Faculty evaluation of Dean, Student Services evaluation of Dean Evidence of a master's degree in nursing and earned doctorate. Minimum teaching experience • Evidence of teaching experience • Leadership Reporting entity: Dean and designated faculty, staff and internal			

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610-X-.02(8)(a…c) II-B Faculty members are: • Sufficient in number to accomplish the mission, goals, and expected program outcomes • Academically prepared for the areas in which they teach • Experientially prepared for the areas in which they teach • Clinical supervisor shall hold an unencumber license to practice professional nursing in Alabama • Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of mission, goals, and expected student outcomes.	Dean/Administrator	Job descriptions Employee file reviewed on site visit	Evidence of a master's degree in nursing and earned doctorate. Minimum teaching experience • Evidence of teaching experience • Leadership Reporting entity: Dean and designated faculty, staff and internal			
III. The institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes		ABN on site survey interview with Dean/Administrator	Interview of Dean/administrator and faculty Indicates institution support of nursing program Reporting entity: Dean			

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610-X-3-02(11)(a….d) Standards of Approval I A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission, and goals, and with the roles for which the program is preparing its graduates.	Dean/Administrator and designated faculty, staff and internal programs/committees applicable to the standard	Minutes of curriculum committee or other relevant faculty meetings where decisions about the program of study and curriculum are made. -Faculty Handbook -Clinical & Courses syllabi/course -Clinical Evaluation Tools -Student Handbook or other publications for students -Total program evaluation plan -School of Nursing Faculty -College Learning Outcomes -Program Student Learning Outcome -Nursing Standards: AACN Baccalaureate Essentials (2008) -ANA Nursing: Scope and Standards of Practice (2nd ed.), 2010 -ANA Nursing's Social Policy Statement, 2010 -The Essentials of Master's Education for Advanced Practice Nursing (AACN, 2011) -ANA Public Health Nursing: Scope and Standards of Practice, 2013 -APRN Consensus Model QSEN -LPN or RN-NCLEX® Pass rates. -All other applicable standards	Curriculum contains clear statements of expected individual student learning outcomes that are congruent with the programs' mission, goals and expected aggregate student outcomes. Reporting entities: Dean and Curriculum Committee			

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II B. The curriculum is logically structured to achieve expected student outcomes.
• curricula built upon a foundation of the arts and sciences, 610-X-3-.02(11)(a….d)
  • Anatomy and physiology with corresponding Lab (610-X-.03-11(6)(e)(2)
  • Nursing foundations, health assessment, pharmacology, nutrition, and community-based nursing.
  • History and trends of nursing, cultural diversity, legal and ethical responsibilities, and nursing practice responsibilities, including leadership, management, delegation, and health care delivery systems
  • Theoretical and clinical learning experiences in the areas of adult, maternal, child, and psychiatric/mental health nursing that includes simulation, laboratory time, and direct patient care in a licensed health care setting.
	Dean/Administrator and designated faculty, staff and internal programs/committees applicable to the standard
	Associate Dean and designated faculty, staff and internal programs/committees applicable to the standard
	
	School of Nursing Curriculum Committee
		Curriculum
		
		Course syllabi
		
		Nursing Program Core Curriculum requirements
			Core curriculum requirements are met in nursing curriculum based on ABN rule.
			
			Reporting entities: Dean and Curriculum Committee			

III-C. 610-X -3-.02 Teaching-learning practices and environments support the achievement of expected student outcomes.	Dean/Administrator and Designated faculty, staff and internal programs/committees applicable to the standard	ABN onsite Visit Dean, Faculty and Student Interviews Course and Clinical Evaluations	Teaching learning practices and environments support achievement of outcomes as evidenced by meeting standard ABN Site Visit.			

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	School of Nursing Applicable Curriculum Committee	Faculty Evaluations Simulation Evaluation Facility	Reporting entities: Dean and designated Faculty, students			
610-X-3-.02(13) III-D: The curriculum includes planned clinical practice experiences that: allow development of skills in clinical reasoning, management of care for groups of patients, and delegations to and supervision of other health care personnel performed in acute care and a variety of health care settings • Faculty student ratio conducive for learning 1. Complexity of the educational experience. 2. Acuity of the patient(s). 3. Physical layout of the clinical setting. 4. Student's level of knowledge and skills necessary to provide safe patient care. 5. Acute care faculty student ratio shall not be > 1:8 • Simulation learning experiences conducted according to acceptable faculty training standards • Guidelines which incorporate clinical objectives, student debriefing, and evaluation.	Dean/Administrator and designated faculty, staff and internal programs/committees applicable to the standard	Student evaluation of Clinical agencies Clinical contracts Student Clinical Evaluation-Tools Clinical competency Overview of clinical rosters/schedules hours required	Teaching learning practices and environments (classroom, clinical, laboratory and simulation) support the achievement of expected individual student learning outcomes and aggregate student outcomes identified in course, unit, and/or level objectives. Students to integrate new knowledge and demonstrate attainment of program outcomes. Reporting entities: Faculty and contracted clinical sites, designated faculty, staff and internal programs/committees applicable to the standard			

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• Simulation may not comprise the entire clinical learning experience.						
III- D. 610-X- .02- (13) (e) Curriculum and teaching learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	Dean and designated faculty, staff and internal programs/committees applicable to the rule	Instructor Evaluations Course Evaluations	Evidence of continuous improvement to curriculum and teaching learning practices. Clinical contracts current. Reporting entities: Dean and Curriculum Committee			
610-X-3-.05 (1)(2)(3) (a…d)(4) (7)(8)(a…d) Outcome Standards I-A. A systematic process is used to determine program effectiveness.	Dean/Administrator and designated faculty	Systematic Evaluation Plan(SEP) Strategic Plan if applicable Written policies in student/faculty handbooks, catalogs or other publications for: 1. Selection and admission 2. Academic progression 3. Articulation 5. Retention 6. Graduation 7. Withdrawal/dismissal 8. Readmission to the program 9. Data collection, aggregation and analysis -Examples of implementation of policies such as minutes of admission and progression decisions, student retention/attrition rates, records of	The School of Nursing SEP is used to determine program effectiveness and adheres to timelines of SEP for data collection, review, and analysis. The SEP is revised as appropriate. Board-recognized national nursing accreditation site visit reports, to include results of findings and other pertinent documents Reporting entities: Dean/Administrator and designated faculty, committees			

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		student appeals. Student evidence or receiving handbooks with stated policies -There are written policies for repetition of a course, clinical safety, dismissal, and due process. -Student records -Student Grievance Process and policies - Articulation agreements -Official publications describing mobility options -Tracking and trending of enrollment, retention, and graduation data.				
II-B: Program completion rates demonstrate program effectiveness.	Dean and designated faculty, staff and internal programs/committees applicable to the rule	Graduation and Attrition Rates	Method of Calculation Graduation Rate and attrition rate. Percentage Standard-all nursing programs % of students complete undergraduate and/or graduate nursing programs Reporting entities: Dean/Administrator and designated faculty, committees			
III-C: Licensure and certification pass rates demonstrate program effectiveness. *Beginning on January 1, 2018, the pass rate shall be calculated on a calendar year basis (January 1 to	Dean and designated faculty, staff and internal programs/committees applicable to the rule	LPN: NCLEX pass rate RN(generic): NCLEX® pass rates	Graduates shall demonstrate theoretical and clinical competence for entry into practice. Reporting entities: Dean/Administrator and			

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December 31). Graduates of Approved programs, as a composite of first-time writers, taking the Board selected national licensure exam within six (6) months of program completion, shall achieve a three-year rolling average pass rate of no less than 80% on the national licensure exam. Programs approved prior to January 1, 2018 will continue in their existing review cycle with said cycle converting to calendar year.			designated faculty, committees			
IV-D: Employment rates demonstrate program effectiveness.	Dean, designated faculty, and staff	Alumni and Employer Surveys date results	% of Graduates who are employed in nursing months post-graduation			
V-F. The program defines and reviews formal complaints according to established policies.		Grievance Policy

Documentation of grievances

Documentation of grievances resolved | Evidence that analysis of complaints, as appropriate was used for program improvement.
Grievances resolved

Reporting entities: Dean/Administrator and Designated Faculty, committees | | | |
| **610-X-3-.05 (1)(2)(3) (a…d)(4) (7)(8)(a…d) Outcome Standards** I-A The mission, goals, and expected program outcomes are:

• Consistent with relevant | Dean and designated faculty | Mission, philosophy, and goals/objectives of the college/university

Mission, philosophy, and goals/objectives of Nursing | Mission, core values, goals, college learning outcomes, and program learning outcomes are congruent with college/university, AACN Essentials, ANA Scope & Standards, QSEN | | | |

9

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professional nursing standards and guidelines for the preparation of nursing professionals.		Nursing Program Learning Outcomes	and ANA Public Health Standards and various other course specific competencies listed in previous column. Reporting entity: Dean and designated faculty			
I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: • professional nursing standards and guideline • the needs and expectations of the community of interest external and internal Internal constituents: students, college/university faculty and staff. External constituent, prospective students, alumni, clinical agency personnel, advisory boards	Dean and designated faculty, staff and internal programs/committees applicable	Mission, philosophy, and goals/objectives Senior Program Evaluations Alumni Surveys Employer Surveys Advisory Board minutes Program committee minutes noted review of student outcomes	The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect: • Professional nursing standards and guidelines • The needs and expectations of the community of interest Revisions are reflected in minutes, website, and program documents. Reporting entity: Dean and designated faculty, staff and internal programs/committees applicable to the standard.			
I-C Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.	Dean and designated faculty, staff and internal programs/committees applicable to the standard and	Written and published Faculty Handbook School of Nursing Policy and Procedure Manual Policies specific to faculty workload, teaching assignments	Expected faculty outcomes are clearly cited in the Nursing Program Policy and Procedure Manual Reporting entity: Dean and designated faculty, staff and internal			

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		and practice expectations Faculty Assignment	programs/committees applicable to the standard			
I-D Faculty and students participate in program governance.	Dean and designated faculty Internal committees Student government and/or associations	Policy &Procedure Manual Student Handbooks Organizational Chart Governance Chart Data results-survey Committee/Council minutes encompasses faculty and student involvement	Faculty and students participate in governance. Students represented through the applicable committees. Data summary provides evidence of state results. Reporting entity: Dean and designated faculty, staff and internal programs/committees applicable to the standard			
I-E. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are: • fair and equitable • published and accessible • reviewed and revised as necessary to foster program improvement.	Dean and designated faculty, staff and internal programs/committees applicable to the	Student Handbook program/committee minutes Interviews during survey visits Student Grievance Process and policies Articulation agreements Review official publications describing mobility options Catalog Total Program Evaluation Plan with data and supporting documentation	Academic policies of the institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, published and are reviewed and revised as necessary to foster program improvement. Reporting entities: Applicable committees and councils			